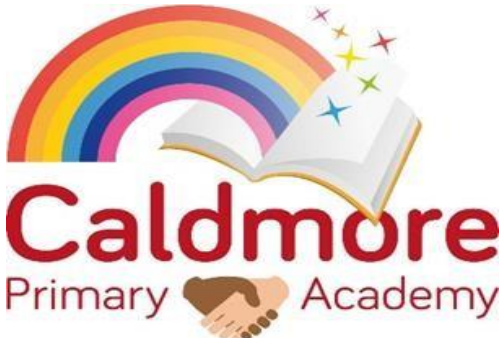



Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Caldmore Primary Academy 
Number of pupils in school	471 (including Nursery)
Proportion (%) of pupil premium eligible pupils	43.4% (177 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	1 st November 2023
Date on which it will be reviewed	Spring 2 2024
Statement authorised by	Hilary Mitchell (Principal) 
Governor / Trustee lead	Tarra Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,535 (Based on 41% PP – EYFS)

Recovery premium funding allocation this academic year	£25,665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutor Funding	£11,137.50
Total budget for this academic year	£294,337.50

Part A: Pupil premium strategy plan

Statement of intent

At Caldmore Primary Academy, we aim to ensure that any, and all, barriers that pupils face to access learning are removed. The Pupil Premium funding is ring fenced for this purpose in order to ensure support for pupils who;

- Are, or have been from low income families
- Live with families who are serving members of the armed forces
- Looked after, or previously looked after

We recognise that children who fall into these three categories face significant barriers to their learning.

Our aim at Caldmore Primary Academy is to use Pupil Premium and Recovery Funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. The strategy represents a 3-year plan where we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: vocabulary deficit; school readiness; speech and language needs; safeguarding vulnerable pupils; gaps in curriculum and lack of life experiences; attendance, punctuality and high mobility.

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment and underpinned by educational research to inform planned intervention. This approach is supported by the National Tutoring Programme, which will support the wider focus of educational recovery, post pandemic. At Caldmore Primary Academy we do not make assumptions about the impact of disadvantage but ensure that we get to know individual pupils and families through strong, well established relationships.

Our expectation at Caldmore Primary Academy is that all pupils, irrespective of background or the challenges they face, become confident and enthusiastic readers who love learning and challenge themselves in order to make excellent progress in all areas of the curriculum. We promote and enable a lifelong love of reading and learning alongside the skills they need in order to make good progress and become well rounded individuals. We also aim to broaden pupils' horizons and aspirations in order to become interested, interesting and proactive citizens. We provide a curriculum enriched with opportunities to learn beyond the classroom, broaden their horizons and to gain cultural capital experiences that go beyond their everyday demographic.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work and have the opportunity to be immersed in new life experiences outside of the academy
- act early to intervene at the point need is identified and work as a team with parents/carers to offer support and engage outside agencies if needed
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Vocabulary deficit</p> <p>Low levels of language acquisition and phonic knowledge upon entry to the Academy regardless of year group of entry.</p> <p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.</p> <p>Our baseline assessments of Receptive and expressive language on entry to Reception demonstrate that 56% of our disadvantaged pupils arrive below age-related expectations.</p> <p>This can lead to some disadvantaged pupils attaining less well in the Y1 phonics check, impacting on their development as readers. Phonics baseline in Y1 indicate that 48% of our disadvantaged children are currently on track to pass the phonics screening compared to 69% of non disadvantaged pupils.</p>
2.	<p>School readiness</p> <p>Teacher feedback on pupils' readiness to learn across the Academy indicate that some disadvantaged pupils are not having their basic needs met such as arriving to school hungry, not having appropriate clothing and equipment, not being toilet trained, unable to concentrate for more than a few minutes, basic hygiene needs being unmet.</p> <p>The current economic climate/cost of living crisis has impacted more significantly on disadvantaged pupils and their families.</p>

3	<p>Speech & Language</p> <p>Of the current 2023 Nursery intake 26.6 % of all pupils who attend AM and 30.7% of those who attend PM, have been identified as having speech and language difficulties which impact significantly on their access to the EYFS curriculum.</p> <p>Of the 2023 Reception intake 56% of our disadvantaged pupils have been identified as having speech and language difficulties which impact significantly on their access to the EYFS curriculum.</p> <p>In addition, a significant proportion of children, particularly disadvantaged pupils, in KS1 and 2 have speech and language skills below their age-related expectations. 39 pupils currently have speech and language targets set by our Speech and Language Therapist and 25 of these children are Pupil Premium. (8.3% of all pupils are under SALT and 64% of these children are PP) 51% of pupils with SEND are disadvantaged.</p>
4	<p>Safeguarding and Vulnerable pupils</p> <p>Our assessments, discussions, observations and CPOMS logs have identified social and emotional / self-confidence issues for some disadvantaged pupils in addition to serious Safeguarding concerns. 69% of pupils currently on the Safeguarding Caseload are disadvantaged pupils.</p> <p>20 disadvantaged pupils are currently on the Safeguarding Caseload (September 2023) and are receiving pastoral intervention.</p>
5	<p>Gaps in curriculum and lack of life experiences</p> <p>There is historical socio-cultural & economic deprivation, leading to limited opportunities to widen a pupil's cultural capital without academy intervention.</p>
6	<p>Attendance, punctuality and high mobility</p> <p>PP PA in 22-23 was 25.5% for the year. Overall attendance PP for 2022 was 93% Autumn 1 2023 indicated that of the PA list, 55% of the pupils are disadvantaged. Overall PP attendance Autumn 1 was 95.3%</p> <p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

<i>Intended outcome</i>	<i>Success criteria</i>
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<p>Ch 1</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils</p>	<p>Teacher assessment and observations of pupils' oral language will demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all. External school improvement support will verify these findings in pupils' day to day learning.</p>
<p>Ch 2</p> <p>An increasing proportion of disadvantaged pupils to be school ready</p>	<p>All disadvantaged pupils in EYFS without additional needs are all toilet trained as soon as possible and parents are supported where necessary in achieving this.</p> <p>All disadvantaged pupils across the Academy are able to concentrate and engage in lessons as they have had a healthy breakfast and lunch. All disadvantaged pupils have access to the correct equipment and come to school with appropriate clothing E.g: a winter coat, P.E kit, sturdy, sensible school shoes.</p>
<p>Ch 3</p> <p>Targeted support at the earliest stage for pupils identified with language difficulties and/or SEN needs. Leading to improved spoken language, oracy, reading and writing skills and general development.</p>	<p>Teacher and S&L assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move through the school.</p>

<p>Ch 4</p> <p>Pupils are able to communicate clearly and express their emotions and feelings in a calm and restorative manner. This leads to reduced behaviour incidents, trusting relationships with staff members and better learning outcomes across all subjects.</p>	<p>Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support.</p> <p>Assessment data for these identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils.</p> <p>CPOMS logs demonstrate that pupils feel confident to disclose any safeguarding needs and that these are dealt with appropriately across the academy.</p> <p>Continuously refined approaches to ensure pupils behave consistently well. The Caldmore Academy behaviour curriculum is embedded therefore pupils are able to demonstrate high levels of metacognition and self-regulation; enabling pupils to maintain positive attitudes and commitment to their education.</p>
<p>Ch 5</p> <p>Disadvantaged pupils are not limited by the sociocultural cycle they are in and have the ability, means & support to approach things differently. This leads to higher aspirations and an improved attitude to learning, resulting in better outcomes.</p> <p>Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life.</p> <p>Disadvantaged pupils engage in extracurricular support and tutoring to support improved outcomes.</p>	<p>Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers.</p> <p>This includes Tutoring, Afterschool clubs, Breakfast club, trips and adventurous activities.</p> <p>Pupil, parents and staff voice shows that these experiences are supporting improved outcomes across the curriculum.</p> <p>Pupil, parents and staff voice shows that pupils have higher expectations of themselves, with higher aspirations and an improved attitude towards learning.</p>

<p>Ch 6</p> <p>Attendance and PA</p> <p>Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas particularly for our disadvantaged pupils.</p>	<p>The academy's policies and practice are fully in line with the new regulations in Keeping Children Safe in Education.</p> <p>Whole school attendance to be inline if not better than national and PA to decrease and to be in line if not below national.</p> <p>Improved punctuality, to ensure all children are in school and ready to learn on time.</p>
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Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £86,827

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing in EYFS to ensure smaller ratios enhancing quality first provision, alongside a Mastery model.</p> <p>Enhance and embed the development of language in EYFS through play by providing effective CPD for all EYFS staff.</p>	<p>£4,546.47</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-early-years</p> <p>All of these methods will be deployed across EYFS as a result of increased teaching capacity within the room.</p> <p>Reduction in class size +2 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Teaching Assistant Interventions +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Mastery Teaching model in class +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1,2 & 3</p>
<p>Develop the use of Reading champions</p>	<p>£20,000</p>	<p>There is strong evidence to suggest that a tiered approach to the teaching of literacy and maths in Primary schools is needed. Part of this is to engage</p>	<p>1</p>

<p>throughout the Academy to further promote a positive view of Reading for pleasure across the Academy particularly for Disadvantaged pupils.</p> <p>Develop CPD for all staff.</p>		<p>pupils in their learning through bespoke interventions, development of vocabulary, development of independence and motivation and increasing challenge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	
<p>Develop the roles of the Safeguarding and Pastoral Assistant, child and family support worker and the Senco assistant to ensure that all vulnerable pupils and their families, particularly those that are disadvantaged, are supported fully through a range of strategies and liaison with Outside Agencies.</p> <p>Implement Team Around</p>	<p>£52,280 .55 staffing</p>	<p>Both targeted interventions and universal approaches can have positive overall effects on pupil behaviour and relationships:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Further develop the use of ELSA strategies, throughout the Academy, with the SENCO Assistant supporting all staff to support pupils with their emotional literacy.</p> <p>Liaise with the Reflexions Team to support pupils identified with mental health needs.</p> <p>Safeguarding team meet at least monthly to discuss vulnerable pupils on the Caseload. When necessary, extra TAC meetings take place to ensure full and targeted support for vulnerable pupils.</p>	<p>4, 6</p>

The Child Meetings.			
Continue to purchase additional SEND CPD for all staff.	£10000	<p>Research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. For example: flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; and scaffolding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send?utm_source=/educationevidence/guidancereports/send&utm_medium=search&utm_campaign=site_search&search_term=special</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-tothe-Pupil-Premium-Autumn-2021.pdf</p>	1,3

Targeted academic support

Budgeted cost: £ 26,637

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
S&L interventions in EYFS in the afternoon, such as Early Talk Boost, individual 1:1 sessions to work on SALT targets set by the S&L	£5000	<p>Oral language interventions can provide progress of +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tutoring</p>	1&3

<p>therapist, to be delivered by S&L TA and class-based TAs</p>		<p>ati on-evidence/teaching-learning-toolkit/small-grouptuition</p> <p>Wellcom internal data at Caldmore Primary Academy over a 2-year period on average provides +9 months in just 3 months of intervention</p> <p>https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/assessments-for-deaf-children-and-young-people/early-communication-skills/wellcom-early-years-the-complete-speech-and-language-toolkit/</p> <p>Early communication and language interventions can provide +6 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://ican.org.uk/training-licensing/ican-programmes/talk-boost-ks1/</p>	
<p>Use of digital platforms such as Nessy, Reading software and Doodle maths for targeted English and maths support; for home reading and comprehension development. All can be used as intervention programs to supplement in-class teaching and for home learning.</p>	<p>£10500</p>	<p>Additional home learning provision can provide +6 months of progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Individual instruction in through various mediums including digital can provide +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Digital technology use in EYFS can provide +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</p>	<p>1, 3 & 5</p>
<p>Tutoring internally for Phonics, maths</p>	<p>£11,137.50</p>	<p>1:1 tutoring proves highly effective progress +5 months</p>	<p>1, 3</p>

<p>writing and comprehension skills, targeting pupils' afterschool across Y1 to Y6</p>		<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tutoring proves highly effective progress +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> <p>Extending the school day for things such as tutoring or boosters +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Early Phonic intervention provides +5 months progress</p>	
<p>Develop the use of Reading Champions to run targeted intervention groups across the academy.</p>	<p>Costed in Teaching section.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also).</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups (see also)</p> <p style="text-align: center;">self-regulation</p> <p style="text-align: right;">metacognition and</p>	<p>1,3</p>

		<div style="border: 1px solid black; display: inline-block; padding: 2px;">learning approaches</div> <div style="border: 1px solid black; display: inline-block; padding: 2px; margin-left: 20px;">collaborative</div> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
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Wider Strategies

Budgeted cost: £181,700

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>ATT attendance portal</p> <p>Attendance Lead and Child and Family Support Worker to work with families on reducing PA and improve</p>	<p>£40,000 (£13,000 from RP funding)</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	6

<p>whole school attendance carrying out home visits, liaising with the LA regarding prosecution for PA.</p> <p>Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%. Yearly reward for 100% is a trip and a raffle for a new bike.</p>			
<p>Additional pastoral support and good role models through working with outside agencies including: Judo, Walsall FC (Aspire and Assist programme), Basketball (Violence reduction unit).</p> <p>Latin</p>	<p>£10,700</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Estimated progress +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Systematic review of the health benefits of physical activity and fitness in school-aged children and youth</p> <p>KS 2 pupils are taught Latin so that they have an understanding of word roots and entomology and this</p>	<p>2,4,5,6</p>

		will help to ameliorate the vocabulary gap between disadvantaged and non-disadvantaged pupils and support the pupils in their general understanding and comprehension.	
Breakfast club staffing, food and games. Food and fruit for pupils at snack time.	£4,000	<p>Breakfast Club is staffed by 8 members of staff (2 of which do bagels for all of the children to eat in class, whilst the other 6 members of staff ensure the children eat Breakfast and take part in an assortment of activities. All children can access Breakfast Club if they wish, but we currently have around 40 who attend. Parents do not have to book places. All pupils are able to have classroom bagels when needed.</p> <p>We are a member of Fruits for School's therefore have fresh fruit delivered directly to school twice per week. We are also linked with Magic Breakfast, who provide us with bagels and cereal on a weekly basis. Bagels are both offered to all children in classes at registration and all EYFS and KS1 children are encouraged to eat the fruit daily.</p> <p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation & concentration. Evidence suggests hungry children are unable to sustain concentration over sustained periods of time.</p> <p>https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</p> <p>https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day</p>	2,4,5,6

<p>All pupils, particularly PP pupils and pupils with SEN build their resilience and are able to overcome barriers and challenges in their lives in order to reach their full potential</p>	<p>£12,000 RP funding</p>	<p>Commando Joe's will work with the Academy once a week. The member of staff will support Breakfast Club enhancement of provision, parent workshops on building resilience in children, targeted interventions and lunchtime clubs with vulnerable pupils, after school clubs re resilience and challenge plus providing a rolling programme of lessons for all pupils on building resilience and tackling challenges.</p>	<p>All</p>
<p>All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits.</p>	<p>£50,000</p>	<p>Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p>http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	<p>4,5,6</p>
<p>Provide opportunities for all pupils (including disadvantaged) to learn how to keep themselves safe and how to access support when needed. E.g. Street Teams,</p>	<p>£1000</p>	<p>When Adults Change, Everything Changes Book By Paul Dix Published by Independent Thinking Press</p>	<p>4</p>

mental health awareness, antibullying, Careless Talk (Prevent)			
Provide access to up-to-date technology giving life skills for modern life and work.	£30,000	Digital technology approaches employ computer or digital technologies to support children's development and learning within early years settings. This can add +4 months of progress. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology	1,5
Provision of uniform bank to be kept on site and offered to families of children who are impacted by cost of living crisis and unable to afford	£1000	NA	2, 4, 6
Provision of food parcels, holiday hampers to support families experiencing food deprivation	£8000	NA	2, 4, 6
Contingency fund for acute issues.	£25 000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. To be spent by the end of the year on notional amounts currently not planned for.	

Total budgeted cost: £ 295,164

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching (for example, CPD, recruitment and retention) TOTAL SPEND £193,496.47

Activity/Challenge	Impact of this approach	Actual Spend Total £59,279.64
Additional staffing in EYFS to ensure smaller ratios enhancing quality first provision, alongside a Mastery model.	EYFS Data 47% GLD (Target was 39%) PP 47% GLD This includes 14 pupils who joined during Summer Term 2023. Reception Wellcomm	Staffing £4,082.47 Walkthrus £50
Enhance and embed the development of language in EYFS through play by providing effective CPD for all EYFS staff.	Age Related - 18 (14pp) Amber- 0 Red- 36 (10 pp) 32 out of 48 are ARE (18 children were ARE in Sept) 6 children 1 section below. 8 are 3 sections below. 2 are 4 sections below 8 children made 1 section progress 14 children made 2 sections progress 8 made 3 sections progress 2 made 4 sections progress	Staffing = 4223.97
Develop the use of Reading champions throughout the Academy and implement a Maths champion to further promote a positive view of Maths and Reading across the Academy particularly for Disadvantaged pupils. Develop CPD for all staff.	Y1 Phonics 67% met the standard PP 59% met the standard KS1 Reading 37% met the expected standard PP 23% met the expected standard KS2 Reading 60% Met the expected standard PP 63% met the expected standard	RWI training £1036
Develop the roles of the Safeguarding and Pastoral Assistant, child and family		Staffing £10,153.77
		Staffing - £32,788.73

<p>support worker and the Senco assistant to ensure that all vulnerable pupils and their families, particularly those that are disadvantaged, are supported fully through a range of strategies and liaison with Outside Agencies.</p> <p>Continue to purchase additional SEND CPD for all staff.</p>	<p>ATT Safeguarding audit and review were rated as secure and the trust's Safeguarding Director commented that our co-ordinated and cohesive approach to supporting our vulnerable pupils and families was excellent.</p> <p>Weekly safeguarding meetings, safe and well calls, home visits and welfare checks, links with outside agencies and social care, support for vulnerable families. This will continue to be a priority 2023-2024 with a focus on Attachment and Trauma, Restorative Practice and ELSA support. Nurture provision remains a priority.</p> <p>Y1 Phonics Check 33% of SEND pupils met the expected standard</p> <p>KS1 Maths 20% SEND pupils met the expected standard</p> <p>Y4 MTC 29% SEND pupils achieved a score of 20+</p>	<p>SEN £6,944.70</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Impact of this approach	Actual Spend £31,745
<p>S&L interventions in EYFS in the afternoon, such as Early Talk Boost, individual 1:1 sessions to work on SALT targets set by the S&L Therapist, to be delivered by S&L TA and class-based TAs</p>	<p>EYFS Data 47% GLD (Target was 39%) PP 47% GLD This includes 14 pupils who joined during Summer Term 2023.</p>	<p>£7245 SALT</p>
<p>Use of digital platforms and projects such as Nessy, Reading software (to be selected during Autumn 2022) and Doodle maths</p>	<p>Y1 Phonics 67% met the standard PP 59% met the standard</p> <p>KS1 Reading 37% met the expected standard PP 23% met the expected standard</p> <p>KS1 Maths 43% met the expected standard</p>	<p>£6500 2021-2 Reading software £2000 – Purple Mash £2425 Nessy £1212 Doodle maths £ 2160</p>

<p>for targeted English and maths</p> <p>Support; for home reading and comprehension development. All can be used as intervention programs to supplement in-class teaching and for home learning.</p> <p>Tutoring internally for Phonics, maths and comprehension skills, targeted pupils' afterschool across Y1 to Y6</p>	<p>PP 30% met the expected standard</p> <p>KS2 Reading 60% Met the expected standard PP 63% met the expected standard</p> <p>KS2 Maths 71% met the expected standard PP 81% met the expected standard</p> <p>29% High level test score PP 28% High level test score</p> <p>KS2 Combined 55% met the expected standard in RWM PP 53% met the expected standard in RWM</p> <p>KS2 Progress scores for PP: Reading +0.8 Writing 0 Maths +2.8 GPS +3.7</p> <p>NTS Termly intervention groups have run several times a week with targeted pupils (with PP pupils prioritised) from Y2 to Y6. These interventions targeted phonics, comprehension, maths reasoning, multiplication tables and writing.</p>	<p>£18,000 (Shine and School led)</p> <p>-----</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Impact of this approach	Actual Spend £102,471.83
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>Attendance has improved across the year and is now at 93%. (1% of missed attendance is due to extended family holidays – G codes) Both EID religious celebrations took place during term time which had a large negative effect upon attendance.</p> <p>KS2 PP attendance is 95%, Non PP 95% KS1 PP attendance is 92.5%, Non PP 93%</p>	<p>Staffing £51,654 Rewards £760</p>

<p>Attendance Lead and Child and Family Support Worker to work with families on reducing PA and improve whole school attendance carrying out home visits, liaising with the LA regarding prosecution for PA.</p> <p>Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%. Yearly reward for 100% is a trip and a raffle for a new bike.</p> <p>Whole staff training on behaviour</p> <p>Management and attachment/ ELSA approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Additional pastoral support and good role models through working with outside agencies including: Judo, Walsall FC (Aspire and Assist programme), Basketball (Violence reduction unit), Lingotots.</p>	<p>Full Academy Review rated the academy's Behaviour and Attitudes as good. There were no exclusions in 2022-23.</p> <p>We have bought into One Goal Mental Health Champion Training. All pupils from Year 1 to 6 are trained to look after their own mental health and also how to support their peers.</p> <p>Every PP pupil in KS1 and KS2 has had the opportunity to attend a free lunchtime or afterschool club. These included keyboards, basketball, judo, football, French, rounders, computing, drama, choir.</p> <p>Attendance at breakfast club has increased over the year to pre-Covid levels.</p>	<p>Behaviour prizes £3000</p> <p>Mental Health Champion training £3,020</p> <p>£5,635 (French)</p> <p>Music Hub £2,415.36</p> <p>£1250 for Magic Breakfast Staff time in lieu</p>
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Breakfast club staffing, food and games.	All pupils are able to have a free breakfast of bagels or toast every morning in their classroom.	Toasters £320
Food and fruit for pupils at snack time.	Number of children having breakfast in the classroom - 228 Number of PP children having breakfast in school - 117	Top up Bagels and Cereals , games etc £2138.86
All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits.	Pupils have received high quality experiences of the outside world including: Forest Arts Centre Sealife Centre Think Tank Warwick Castle Museum of Cannock Chase Aston University Zoological Gardens Forest Arts Centre Safari Park Woodlands Beaudesert Residential Twycross Zoo	Total £30,188.61 Trips and visitors
Provide opportunities for all pupils (including disadvantaged) to learn how to keep themselves safe and how to access support when needed. E.g. Street Teams, mental health awareness, antibullying, One Goal mental health strategy Careless Talk (Prevent)	Pupils' mental health resilience and ways to keep themselves safe have been supported and prioritised through engagement with One Goal, Street Teams, Careless Talk, visits from the local police.	£550 Careless Talk
Provide access to up-to-date technology giving life skills for modern life and work.	Each classroom to have a set of 6 I pads to further improve the pupils' access.	
Provision of uniform bank to be kept on site and offered to families of		

children who are impacted by cost of living crisis and unable to afford	A number of families in need (including those who have no support from government sources) have been given school uniform.	Provided by voluntary food contributions from staff
Provision of food parcels, holiday hampers to support families experiencing food deprivation	Families in crisis have been given food to help them get through a critical period.	
One to one play therapy sessions for a vulnerable EYFS pupil.	A vulnerable pupil with very challenging behaviour has had a noticeable improvement since this intervention.	£1540 Play therapy

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.